

ENGLISH

LEARNING AND ACQUISITION

1.1 Concept of Learning

Learning is a process of acquiring new skills or knowledge and improving the existing skills also. An individual

undergoes a change in his/her knowledge and behaviour on account of learning. Everyone is different from one another in acquiring skills, means everyone has different rate or speed of learning. Certain factors such as environment, learner's ability and motivation, teacher's capabilities and ways of imparting knowledge-all impact a person's learning experience.

The Critical Period Hypothesis states that the first few years of life constitute the time during which language

develops readily and after which language acquisition is much more difficult and ultimately less successful. A

commonly drawn, though not absolute necessary, corollary of the CPH is that any language learning which occurs after the age of puberty will be slower and less successful than normal first language learning.

1.1.1 Types of Learning

There are three types of learning

1. Motor Learning Most of our activities in day to day life refer to motor activities e.g. walking, running, driving, climbing etc. All these activities involve muscular co-ordination.

2. Verbal Learning This type of learning involves the language we speak, the communication methods we adopt e.g. signs, pictures, symbols, words, sounds etc are the tools used in such activities.

3. Conceptual Learning In this form of learning, we require higher order mental processes like thinking, reasoning, intelligence. With the use of these, child learns different concepts.

1.1.2 Factors Affecting Learning

Certain factors affect learning of individuals. These factors can be divided into three categories, which are as follow

Factors Related to Learner

- Learner's motivation determines the intensity of learning.
- Learner's efficiency or mental capacity.
- Learner's interest and aptitude towards the subject.

- Learner's general health.
- Learner's attention, readiness and will power.

Factors Related to Teacher

- Teacher's command over the subject.
- Teacher's way of communicating.
- Teacher's personality and attitude towards learners.
- Teacher's behaviour with students.

Factors Related to the Environment, Teaching Materials and Human Resource

- Conducive environment to learning.
- Structure and size of classrooms.
- Availability of appropriate subject material to facilitate the learning process.
- Home environment of the learner.

RTE ACT

The Right of Children to Free and Compulsory Education Act, 2009 or Right to Education is an Act of Parliament of India enacted on 4th August, 2009 which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India. The RTE Act is the first legislation in the world that puts the

responsibility of ensuring enrolment, attendance and completion on the government.

This RTE Act stipulates that no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education. It also stipulates that no child shall be subjected to physical punishment or mental harassment. The act wants that learning should be in a manner which are child friendly.

1.2 Concept of Acquisition

When language is learnt naturally and without any systematic practice, it is called acquisition. The term 'learning and acquisition' are complementary. Learners acquire language when it is used in natural environment.

1.2.1 Language Acquisition

- Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.
- This capacity involves the picking up of diverse capacities including syntax, phonetics and an extensive vocabulary.

This language might be vocal as with speech or manual as in sign.

- Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language acquisition, which deals with acquisition (in both children and adults) of additional languages.
- The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms. While many forms of animal communication exist, they have a limited range of non-syntactically structured vocabulary tokens that lack cross cultural variation between groups.

1.2.2 Concepts Associated with Acquisition and Learning

Concepts of various scholars associated with learning and acquisition are as follow

Piaget's Concept

- This concept states that learning starts with adaptation, assimilation and accommodation. He also said that classification was also important to learning language.
- Certain words and sounds needed to be grouped together to better understand and use them in speech. Through assimilation, the learner takes the information and changes it to make it suitable for him.

Concept of Chomsky

- Chomsky states that every person possesses a Language Learning Device or (LLD) which is a hypothetical tool hard wired into the brain.
- It helps children in rapidly learning and understanding a language.
- He also states that all children are born with an understanding of the rules of language, they simply need to acquire vocabulary.

Vogotsky's Concept of Learning & Acquisition

- Vogotsky was of the opinion that social interaction played an important role in the development of cognition.
- According to him, 'community' also plays a central role in the process of making meaning and learning is a necessary and universal aspect of the process of developing culturally organised, specifically human psychological function.
- In other words, higher mental processes in the individual have their origin in social processes. He places more emphasis on the role of language in cognitive development.

Pavlov's Concept of Learning

- Pavlov propounded a new theory of learning known as Classical Conditioning.
- According to him classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus.
- 'Classical conditioning' is based on the habit formation, Pavlov was of the view that humans learn due to some stimulus.

1.3 Language Development in Children

Communication between people who know each other and respect each other is one of the most important factors in language development of the child. Children need to learn a language in order to understand things around them. It is through language that they express their feelings and communicate with others. With the development of language only, the children are able to represent and express new ideas and complex matters also. When children are not able to put their feelings into words, they are very disturbed and this situation can reduce or damage their self-esteem.

1.3.1 Initial Stage of Language Development

- Desire to communicate starts at birth. Babies learn quickly how to get their needs met by crying, cooing and making eye-contact with their immediate family.
- A child's overall development and his mental health is affected greatly by his ability to communicate in a variety of ways.
- Words are the most important tool through which a child gets connected to his family as well as to the rest of the world.
- Through words only a child stores information and parts with his feelings and experiences.
- Children as young as 3 years of age already possess a remarkable knowledge of language structure and syntax which is so complex and precise that it must challenge any known learning theory to account for its acquisition.

1.3.2 Actual Stage of Language Development

- Initial years of childhood can be called preparation time of learning a language.
- The language development starts with the oral expressions which a child uses to express himself. He/She learns a language through words, sentences and then complex structures.

- After a child starts going to school, child develops ability to read as well as write. Slowly, the child becomes proficient in all types of learning skills from listening and speaking to reading and writing.
- Language development thus helps him not only in using language as an expression tool but through proficiency in language the child becomes knowledgeable and changes into an all developed personality.

13.3 Development of Vocabulary

- In the initial years of growing up child's vocabulary also grows manifold. Children typically understand or recognise more words than they usually speak.
- When the child is 1 or one and a half years old, he understands more words than he speaks.

Table showing vocabulary of children in different age group

Children's Age	Children's Vocabulary
From birth to 8 months	0
From 9th months to one year upto one and half years	Three to four words 10 to 12 words
upto 2 years	272 words
upto 2 years 6 months	450 words
upto 3 years	1000 words
upto 3 year and 6 months	1250 words.
upto 4 years	1600 words
upto 5 years	2100 words
upto 11 years	50000 words
upto 14 years	80000 words
16 years and ahead	More than 1 lakh (million) words

1.3.4 Vocabulary Learning

Vocabulary learning of a child in different age group is given below

- Child reaches school age and heads to kindergarten, he/she will have a vocabulary of around 2000 words. Talking and reading are a very good source of vocabulary development in a child.
- Parents or other family members must talk to the child about his/her day at school, about teachers, about books

she/he checked out at the libraries or something funny that happened at school etc.

- It is important to encourage children's vocabulary development so that they develop the language and literacy skills necessary to succeed in school.

1.3.5 Strategies to Increase Vocabulary

Some tips or strategies to increase child's vocabulary which are as follow

- Follow your child's lead. If parents talk about what interests the child, he/she may pay attention and learn new words.
- Don't bombard child with new words-child should be given time to make a response and use his/her vocabulary to express feelings.
- Children need to hear a word repeatedly.
- Help child to understand what a new word means.
- Along with speaking new word, some actions or gestures should follow. It really helps in acquiring new word easily.

PRINCIPLES OF LANGUAGE TEACHING

2.1 Language: Definition and Meaning

Language is a medium through which one can express one's ideas, thoughts, feelings etc. Different languages are spoken in the world. It is very difficult to ascertain how these languages originated. It is believed that people started conveying message through signals, postures, gestures etc. So, we can say that language is a human system of communication that uses arbitrary signals such as voice, sounds, gestures and written symbols.

According to Edward Sapir, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols".

2.1.1 Characteristics of a Language

Some of the important characteristics of language are given below

1. Language is a Vital Part of Growth Process It is a social act, a means of adjustment to control over other people.

Language exists in a society, it is a means of nourishing and developing culture and establishing human relations.

2. Language is Symbolic Language consists of various symbols that are employed to denote some objects, occurrences or meaning.

3. Language is Systematic Although language is symbolic, yet its symbols are arranged in a particular system. All languages have phonological and grammatical systems and within a system there are several sub-systems.

4. Language is Arbitrary There is no inherent relation between the words of a language and their meaning or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, aurat in Urdu, zen in Persian and femine in French. The choice of word is arbitrary but once a word is selected for a particular reference, it comes to stay as such.

5. Language is a Outcome of Evolution and Conventional No language was created in a day out of a mutually agreed upon formula by a group of humans. Each generation transmits this convention on to the next. Like all human institutions languages also change and die, grow and expand.

6. Language is Productive and Creative The structural elements of human language can be combined to produce new utterances, never heard before according to the needs of a society.

2.1.2 Aims of Language Teaching

Various aim of language teaching are as follow

- Ability to understand the speaker's language.
- Ability to read alongwith understanding.
- Ability to express fluently and diversely using different skills.
- Ability to present or write view in a coherent manner.
- Ability to learn technological language used in teaching of other subjects such as music, computers or sports etc.
- Ability to understand the scientific aspect of a language.
- Development of creative skills.
- Development of a learner's sensitivity towards national issues, cultural heritage and different aspects of contemporary life.

2.1.3 Importance of Language

Language is our primary source of communication. It is the method through which we share our ideas and thoughts



with others. Some experts even say that, "Language is what separates human beings from animals". Language is the most important means for acquiring human knowledge. The three phases of human knowledge preservation, transmission and advancement are possible only with the help of a language. Language is also the best source of social and cultural development.

2.1.4 Importance of English Language

Study and use of English language is important in India as it is the most common foreign language. Everyone needs to learn the language in order to get in touch on an international level.

According to University Grants Commission (UGC), "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges, we should give up English language, we would cut ourselves off from the living stream of ever growing knowledge". Some more reasons of its importance are as follow

- English is also the primary language of press, internet. More books and newspapers are written in English than in any other language.
- English is the only language where maximum resources are available which makes it easier to learn.
- English, being an international language, makes travel and business convenient to others.
- In India, English is regarded as the second language so its importance cannot be undermined.

2.1.5 Principles of Language Teaching

Many psychologists have laid down certain theories regarding language teaching. Some important theories or principles are as follow

1. Theory of Motivation and Interest Motivation is an important factor in language learning particularly in learning a second language. English resource and text books should be selected according to the interest and aptitudes of students. The teacher can arouse pupils' interest in a number of ways and language learning can be made increasingly interesting. It can be done with the help of charts, pictures, flash cards, models, black board sketches and other similar visual devices.

2. Theory of Imitation According to many psychologists, the child learns a language through imitation. No learner by himself ever invented a language. Good speech is the result of imitating



good pronunciation and vocabulary. Imitation followed by intensive practice helps in the mastery of the language system. The teacher should also become a good model for the children.

3. Theory of Habit Formation 'Language learning' according to Palmer, "is essentially habit forming process, a process during which we acquire new habits". Teacher can make language pattern as habit through intensive pattern practise in a variety of situations. In language learning habits of speech, listening, reading, writing, correct pronunciation should be formed.

4. Theory of Exercise (Practise and Drill) According to BF Skinner, psychological experiments have proved that practising and drilling play an important part in language teaching. Any learning, if it is continuously repeated, gets imprinted in child's mind and he learns it efficiently. Teacher should make sure that repetitions of things at proper intervals should be done.

5. Theory of Individual Differences Every child is unique and different from others. In language teaching we have to

keep in mind that learners possess different abilities, personalities and belong to different backgrounds. So, stimulus need of every learner will be different. Teaching has to be done keeping in mind the individuals differences and problems arising out of it. The teachers should adopt different tacts, strategies and multiple approaches to make learning meaningful.

6. Theory of Using Mother Tongue Some linguists are against the use of mother tongue in teaching foreign language. They believe that mother tongue should be paringly and judiciously used while teaching English. Of course, at an early stage, some explanations will have to be given in pupils' mother tongue but at later stages inputs from the targeted language in a simple graded manner help in minimising the influence of mother tongue.

7. Theory of Exposure to the Language Learners should be provided with language familiar environment so that they I could get maximum opportunities to listen and speak. Environment can be created by ample use of language by the teacher, forming of language clubs, displaying charts and using audio visual devices.

8. Correlation with Life The subject matter taught in! English language should correlate with life. The course material and audio visual aids should be correlated to the child's life. It makes learning easy and comprehensible. So, English should be practised in everyday situations with which children can easily identify. This way meaning will be clarified and reinforced.

9. Theory of Oral Approach Speech motivates the learners to learn. Speech must precede reading and writing. Introduction to lessons should begin orally as learning to speak a language is always the shortest way to learning to read and write it.

10. Theory of Selection and Gradation Items of learning should be presented according to the order of ease. It should not be too rigid grading. There should be structural and vocabulary grading. Essential vocabulary and basic structures of a language should be taught first. Selection and gradation should depend on their frequency. usefulness, teachability and difficulty level.

11. Theory of Ratio and Series Any language has certain basic skills. It is necessary that teaching should be done in such a way that child is able to learn all skills as listening speaking, reading and writing skills are correlated Deficiency in any one of the area will certainly create

difficulties in learning a language. So, teaching should be proportionate and all four language skills should be integrated.

12. Theory of Child Centred Learning Efforts should be made to have a student centred class as far as possible students should be given priorities while teaching. A teacher should not get so absorbed in teaching that he/she may not involve or interact with students. Teacher's focus should be on the child and teaching should be done keeping in mind the child's needs.

2.1.6 Maxims Used while Teaching

Maxims or certain steps to be followed while teaching

1. Known to the Unknown Teaching should be carried on what the students know either in their native language or in English. It is considered that old knowledge lays the foundation of new knowledge. e.g. pronoun in English grammar should be taught when the learner has a knowledge of nouns.

2. Simple to Complex Simple things and vocabulary should be taught first before proceeding to complex structures or vocabulary items. By learning simple things learners feel motivated and confident that would certainly help in better understanding of complex things.

3. Concrete to Abstract Concrete things are real things which can be seen and felt by our senses. Abstract things can be just imagined. Teaching done with the help of concrete objects lasts for a longer period e.g. a learner can imagine about a golden apple only if he has seen an apple.

4. Analysis to Synthesis When teaching is done from detailed teaching to summarising we go from analysis to synthesis e.g. if a learner is taught different tenses with examples, he is able to understand sentence structures easily.

5. Induction to Deduction In induction method, we give some examples first then try to reach on a conclusion. In deduction, first of all a rule is explained than some examples are given. Teaching should always precede from induction to deduction. Examples speak louder than language explanation. Such examples can help the students learn much better the complicated concepts.

6. Psychological to Logical While teaching, the interests, aptitudes, capacities and difficulty level of the learners should be kept in mind. e.g. vocabulary and sentence structure of a language should be taught keeping in mind the difficulty level of the learners and then they could be arranged and explained in a logical manner.

7. Relate form to Meaning and Contextualise All class activities should be meaningful, whatever activity the students are involved in, the students should be able to understand the meaning of what they hear, say, read or write. Teach new vocabulary items in context.

ROLE OF LISTENING AND SPEAKING: FUNCTIONS OF LANGUAGE

3.1 Listening

Listening comes first in the natural way of learning a language and forms the foundation for communicative competence in the new language. Listening is receiving language through ears. It is an aural input which involves a sender, a message and a receiver. When we listen something, we have to identify sounds of speech and process them into words and sentences. Speech, rhythm and pronunciation etc are learnt through listening to appropriate language models. Listening in any language requires active engagement of learners, focus and attention. According to International Listening Association, "Listening is the process of receiving constructing meaning from and responding to spoken and/or non-verbal messages".

3.1.1 Types of Listening

The two main types of listening are as follow

1. Discriminative Listening It is first developed at an very early age and is the most basic form of listening. It does not involve the understanding of the meaning of words and phrases, but merely the different sounds that are produced.

2. Comprehensive Listening It involves understanding the messages that are being communicated and it is fundamental to all listening sub-types. In order to be able to use comprehensive listening, the listener first needs appropriate vocabulary and language skills.

3.1.2 Essential Conditions for Listening Skills

Some essential conditions for listening skills are as follow

- The learner should be attentive during the listening process.
- The volume of speech or sound should be appropriate.
- The hearing organs of the listener should be normal.
- Listen without judging the other person or mentally criticising the things the other person is telling.
- The learner should be able to understand the meaning of words conveyed through the sounds.
- The interest of the learner also affects the language learning process.

3.1.3 Aims of Listening Skills

The primary aims of developing listening skills are to

- understand and infer concepts, ideas, facts etc by merely listening.
- identify the speaker's purpose and tone.

- facilitate verbal interaction between people.
- lay the foundation of learning a language.

3.1.4 Strategies to Focus on Listening Process

1. Integrative Meta Cognitive Strategies

These strategies can be divided into three categories

(i) Before Listening

- Set a purpose or decide in advance what to listen for.
- Decide if more linguistic background or knowledge is needed.
- Determine whether to enter the text from top down (attend to overall meaning) or from the bottom up (focus on the words and phrases).

(ii) During Listening

- Verify predictions and check for inaccurate guesses.
- Decide what is and what is not important to understand.
- Listen/view again to check comprehension.
- Ask for help.

(iii) After Listening

- Evaluate comprehension and strategy use.
- Evaluate comprehension in a particular tasks or area.
- Evaluate overall progress in listening and in particular types of listening tasks.
- Decide if the strategies used were appropriate for the purpose and for the task.
- Modify strategies if necessary.

2. Using Authentic Materials and Situations

Authentic materials and situations prepare students for the types of listening, they will need to do when using the language outside the classroom.

(i) One-Way Communication

Radio and television programmes, public address announcements (airports, train/bus stations, stores), speeches and lectures, telephone customer service recordings are means of one-way communication.

- Help students identify the listening goal; to obtain specific information; to decide whether to continue listening; to understand most or all of the message.
- Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings).
- Help students to identify key words/phrases to listen for.

(ii) Two-Way Communication

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear.

Language input comes in the form of

- Teacher talk
- Listening activities
- Reading passages
- Language heard and read outside the class

All these materials give learners opportunity to begin producing language themselves.

- Content includes information about any topic be it weather report or academic.
- Form can be an input which focusses on how to use the language or it can be source on vocabulary, pronunciations and grammar.

3.2 Speaking Skill a

Speaking is a productive or expressive skill in oral mode and crucial part of learning. Speech is normally produced by manipulating the airstream coming out of the lungs, speaking is an act of conversing or expressing one's thoughts and feelings in spoken language

Speaking often implies conveying information. It may be from crucial part of learning. Speech is normally produced by an informal remark to a scholarly presentation address.
to a formal

3.2.1 Types of Speaking Situation

There are three kinds of speaking situations in which we find ourselves

1. **Interactive It** includes face to face conversations and telephone calls in which we alternate between listening and speaking.
2. Partially Interactive Speaking situation can be a public speech where the convention is that the audience does not interrupt the speech.
3. Non-Interactive Few speaking situations can be totally non-interactive such as when recording a speech for a radio broadcast.

It has been found that although fear of speaking is common, studies show that ability to speaking can be enhanced by improving speaking skills.

3.2.2 Essential Conditions of Speaking Skills

Effective speaking concerns about being able to speak in a public context with confidence and clarity. Some aspects of effective speaking are as follow

- Accent.
- Finding one's voice.
- The effect of breath on voice and speech.

- Vocal production In this three core elements of vocal production are volume, clarity and variety
- Appropriate gestures while speaking also make it effective.

3.2.3 Aims of Speaking Skills

The primary aims of developing speaking skills are as follow

- Develop the habit of speaking sentences clearly and comprehensibly.
- Be able to express feelings and emotions in speech or statements.
- Be able to critically evaluate ideas and beliefs of others and to draw logical conclusions.
- Enable the use of correct words, spellings, stress, rhyme, fluency, pause and appropriate phonetic transcription.
- Make the learner a good and confident speaker.

3.2.4 Strategies for Developing Speaking Skills

- Speaking is a crucial part of language learning process.
- Effective instructors teach students speaking strategies which can help them to expand their knowledge of the language and their confidence in using it.
- Sometimes learners are asked to build up a stock of minimal responses to be used in different types of exchanges.
- These minimal responses are predictable and useful for beginners.
- Students can be made aware of different scripts for different situations like greetings or compliments or apologies.
- Through interactive activities instructors can give students practice in managing and varying the language that different scripts contain.
- Speaking skill can also be developed by creating an authentic practice environment within the classroom.
- Such type of language environment arouses confidence in even shy students.
- Such practice helps students even outside the classroom where communication is required.

Using Minimal Responses

- Sometimes to encourage learners who lack in the ability to participate in oral interaction, is to help them build up a stock of minimal responses that they can use in different types of exchanges.
- This situation enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognising Scripts

- Some communication situations are associated with a predictable set of spoken exchanges- a script, greetings, apologies, compliments, invitations and other functions that are influenced by social and cultural norms often follow patterns or scripts.

- The transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker turn and the one that follows it can often be anticipated.
- Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.
- Through interactive activities, instructors can give students practice in managing and varying the language that different script contain.

Using Language to Talk about Language

- Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realise that a conversation partner has not understood them.
- Instructors can help students overcome this reticence by assuring them that misunderstandings and need for clarification can occur in any type of interaction.
- Clarification phrases help the students to respond positively. Instructors can create an authentic practice environment within the classroom itself through such strategies. Such situations arouse confidence in students to manage various communication situations that they may encounter outside the classroom.

3.2.5 Suggestions for Developing Speaking and Listening Skills

Following are some suggestions for developing speaking and listening skills

- The class should be divided into small groups.
- Instructors/teachers serve as a good model for the learners. Learners generally imitate their teachers. Thus, pronunciation, stress, rhythm and intonation of the teacher should be good.
- At the primary level, speaking activities should include greetings, informal requests, asking personal information, sharing stories, experience and interests.
- Language skill can be learnt by activities through or based on situations.
- Individual attention must be given to learners.
- One or two periods per section be allotted for oral conversation exclusively.
- The teachers should have a sympathetic outlook towards listening and speaking shortcomings of learners.
- Language is the ultimate means of communication.
- An agreed code exists in all languages according to the culture of its country.

3.2.6 Various Uses of Listening and Speaking Skills Children Use their Listening Skills to

- understand concepts, facts, ideas, feelings etc.

- understand particular sounds that are intimately connected with certain objects.
- focus on and try to comprehend the speaker's meaning.
- understand the characteristics of English speech and sounds, including stress and intonation patterns.
- understand the correct pronunciation of words.

Children Use their Speaking Skills to phil

- develop and enhance their vocabulary.
- express their feelings or views.
- get fluency and proficiency in the language.
- improve their diction and learn from mistakes.
- non-verbal actions such as facial expressions and gestures that accompany speech help to make child understand the feelings of others.

Functions of a Language

- Develops four skills (LSRW-Listening, Speaking, Reading, Writing).
- Verbal interaction.
- The expressive function.
- Social function.
- Cultural function.
- Communicative approach helps in understanding phonemes (pronunciation) and morphemes (spellings) and grammar.

3.2.7 How Children Use it as a Tool?

- Children use a form of language to communicate their thoughts, needs, desires and express their feelings.
- They maintain their relation with the society and share their culture by interacting with the help of their language.
- Children apply the words and sentences listened at places to communicate with others. They come across with their aesthetic values in the form of written records in terms of stories or poems.
- Children use words as tool by which they store information.
- Children develop their thinking abilities with the use of language which helps in generating new ideas.

ROLE OF GRAMMAR IN LEARNING A LANGUAGE

Grammar is a system of a language. With the help of grammar words are used, classified and structured together to form coherent or spoken or written communication. It provides a proper

order or sequence to sentences for better representation of ideas to facilitate meaningful communication.

4.1 Definitions of Grammar

According to Thomson and Loyatl, "Grammar presents the facts of a language arranged under certain categories and deals only with what can be brought under general laws and stated in the form of general rules." In the context of English Grammar IA Gordon said, "If language is a vehicle of our thoughts and feelings, then grammar is the machine by which that vehicle is moving." Most of the people fear grammar and think it is the most boring part of learning a new language. However, we can not run away from it as it is an important factor to learn a new language.

4.1.1 Aims and Objectives of Teaching English Grammar

- To develop in students an understanding of structure of English language.
- To enable learners to express their ideas logically and correctly in speech and writing.
- To teach grammar as a rule governed behaviour and not mere rote learning
- To develop the mental abilities of reasoning and correct observation.
- To enable the students to assimilate the correct patterns of the language.
- To develop scientific attitude towards language..
- To develop taste for creativity.

4.1.2 Importance/Relevance of Teaching English Grammar grammar.

- Language is a complex system. It has logic in the form grammar
- Impact of grammar on all learning language skills is prominent.
- Enhanced communication skills call for a higher degree of grammatical competence.
- Communicative proficiency involves knowledge and application of grammar and use of appropriate vocabulary to convey meaning in a social acceptable way. Therefore, teaching grammar is imperative.
- Teaching grammar is essential if we want to proceed from concrete to abstract.
- Importance of grammar in writing correctly is undebatable.
- Writing and speaking correctly gives any one the appearance of credibility. Grammar helps in making anyone proficient in these areas.
- Grammar also helps in developing many mental abilities such as reasoning, observation and concentration.

4.1.3 Suggestions for Teaching Grammar Effectively

- The lesson should be planned before hand.
- Method of teaching should keep in mind the age and general standard of learners.

- The material should be taken from learner's text books.
- Sufficient practice work is to be done.
- Teacher should use appropriate teaching material aids like charts, flash cards, pictures, graphs etc.
- Demonstration of how grammar is to be used in contextual situation is very important.
- For evaluation, the objective type test should be used.

4.1.4 Methods of Teaching Grammar

1. The Traditional Method In this method, grammar is taken as an independent subject and taught with the help of a grammar book. The teacher first tells the rules or definition, gives example and then asks students to do the given exercises. e.g. the teacher says, "A noun is the name of a person, place or a thing." Then she gives some the definition of noun.

This method is not very effective as it is 'against the principles of teaching and students find it boring and dull'.

2. The informal method This method implies teaching of grammar by rules but by usages. Continuous practice of usages. Continuous practice of using words while speaking, reading and writing, grammar can be taught and therefore learnt by students. This is done while teaching of text book or detail translation of the text book is carried on. Grammatical implications are taught simultaneously. Through this method, practical use of grammatical rules are elicited. But sometimes this method becomes time consuming and may divert the attention of the students.

3. Inductive-Deductive Methods Through this method students themselves formulate rules with the help of examples. Some steps of this method are as follow

- Students are given some examples of similar type.
- Students see these examples and try to find out similarities by analysing or observing these examples.
- Students are asked to draw some conclusions.
- Then the teacher will give the rules and give new examples and ask her pupil to verify the rules.
- This method of teaching grammar proves very successful and advantageous as it becomes practical, real and scientific. It follows all the maxims of teaching and pupils are not forced to cram the rules. This method also stimulates the power of thinking and reasoning.

Some shortcomings of this method are that it can be applied only to young learners. Moreover, this method is not complete in itself because sometimes students are unable to correlate examples with the topic.

4. Incidental Method This method is also known as correlation or reference method of teaching. This method helps students to correlate grammar with other related logical structures. Students gain a practical knowledge of grammatical rules.

Some disadvantages of this method are that it interferes with normal teaching. Productive learning is less and sometimes creating or forming an incident related to a topic may be difficult for the teacher.

4.1.5 Importance of Grammar in Development of Communication Skill

- Grammar helps in learning correct pronunciation.
- With good grammar spoken or written words gain their meaning and value.
- Knowledge of grammar improves skill of expression.
- Grammar is also helpful in increasing accuracy. Grammar forms the mind to habits of order and clearness and also to logic and rhetoric. So, grammar rules can help learners develop a habit of thinking logically and clearly.
- Grammar also helps in acquiring fluency in a particular language. The person will also learn how to organise and express the ideas in his mind without difficulty.

4.1.6 Importance of Grammar in Development of Writing Skill

- The learner learns to write with correct punctuation and correct language and spellings.
- With the knowledge of grammar parts of speech etc the child develops an effective writing style.
- Expression of feelings, emotions, frustrations in an impressive manner is possible only by knowledge of grammatic rules, syntax, vocabulary etc.

CHALLENGES OF TEACHING LANGUAGE IN A DIVERSE CLASSROOM

India is a land of diverse languages and majority of Indians use a number of different languages. According to NCF 2005, Multilingualism is constitutive of the identity of a child and a typical feature of Indian linguistic landscape. This linguistic diversity should be used as a resource readily available, as a classroom strategy and a goal by creative language teacher.

Today, we know for certain that bilingualism or multilingualism confers definite cognitive advantages. Every child feels secure and accepted by adhering to use of multilingualism as a resource. Effective understanding and use of languages enables the child to make connections between ideas, people and things and to relate to the world around.

5.1 Importance of English Language

English in India is a global language in a multilingual country. According to NCF 2005 a variety and range of English teaching situations prevail here owing to the twin factors of teacher's proficiency in English and pupil's exposure to English outside school. The goal of second language acquisition is attainment of basic proficiency in English and later development of language into an instrument for abstract thought and knowledge acquisition through literacy. We must understand that language diversity poses some challenges and opportunities to English



instructors in India. More work, more efforts are needed. All teachers should have the skills to teach English in ways appropriate to their situation and levels based on some knowledge how languages as learnt.

5.1.1 Major Challenges of Teaching English in India

Though India is a land of diverse languages, teaching of English poses many problems in India. Some major challenges of teaching and learning English in India are as follow

- 1. Over Crowded Classrooms** Generally reduce the teacher's ability to teach English effectively and pay personalised attention to the learners.
- 2. School Environment** Should be congenial and permissive to enable pupils to hear or see or use English. Except in cities, learners have rare occasion to see any English beyond the local sign-board. The English language teaching needs a new and functional environment and this may be hard to have.
- 3. Lack of Study Material** Its another challenge for English teaching in India. This is generally true in remote areas and villages where at times course related books also are not available.
- 4. Faulty Reading Habits** Among learners pose a major challenge for teachers who have to teach English to them. Some students read by putting fingers on the words which hinders their concentration. Some children move backwards rather than going forward and many times they read in low murmuring sound.
- 5. Sometimes Learning English Vocabulary** Can be a problem for a students as English has a vast vocabulary along with numerous homophones and phrasal verbs etc. While teaching English in a class, correcting spellings and pronunciation of the words is a big challenge for a teacher. Many words are often not pronounced the way they are written so English teacher has to find out ways to teach correct spellings.
- 6. Exam Oriented** The English language learning syllabus is created wholly from the examination point of view. As a result, the content does not focus on raising the levels of communicative competence of the students and is confined to solving the examination paper.
- 7. Learner's Ability** Also affects teaching of English. To adjust one's teaching according to diversity in learner's ability is a major challenge and needs very competent teachers who are not sufficiently available in India. Some children suffer from chronic illness, disabilities and some are handicapped. Teaching to these children poses a major challenge to the teacher.

5.1.2 Suggestions of Teaching English in Diverse Classroom

- Appreciating the individuality of each student is important. While generalisation sensitise us to important differences between groups, each individual student has unique values, perspectives, experiences and needs.
- The teacher should make extra efforts to eradicate Socio-psychological problems of the students by motivating them and giving them some responsibility.

- Interaction session between teacher and the students should be more.
- Teacher should always try to converse in English with the learners. One should keep talking with students about day to day things. The children will learn to converse once the ice-breakers are done. When they will talk, they will learn. As a teacher it is very important to recognise our own learning styles and cultural assumptions as these two things affect teaching.
- Planning of lesson should be done extensively and in advance. Such examples should be taken which reflect different cultures, experiences, genders etc to include all students in learning. Teacher should use different teaching methods like group discussion, collaborative learning, fun activity to meet the variety of learning needs.

5.1.3 Errors Made by Learners (English)

At all proficiency levels, learners produce language that is not exactly the language used by native speaker. Some of the errors are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

Responding to student's communication, teachers need to be careful not to focus on error correction as it deters confidence and communication process of learners.

Teachers can use error correction to support language acquisition, avoid using it in ways that undermine students desire to communicate in the English language by taking clues from the context.

5.1.4 Children Suffering from Various Disorders (Learning Disabilities)

Some students have unique challenges that make learning in a traditional classroom difficult. e.g. visual or hearing impairments, attention, deficit disorder, handicapped, chronic illnesses etc. Learning disorders that are most conspicuous usually revolve around reading, writing or Maths.

Dyslexia

It is a learning disability in reading. Basic reading problems occurs when there is difficulty in understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is inability to grasp the meaning of words, phrases and paragraphs.

Learning Disabilities in Maths (Dyscalculia)

Learning disabilities in Maths vary greatly depending on the child's other strengths and weaknesses. A child's ability to do Maths will be affected by language learning disability or a visual disorder or difficulty with sequencing, memory or organisation.

Dysgraphia

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty



forming words and letters. Expressive writing disabilities indicate a struggle to organise thoughts on paper.

Dyspraxia

This type of disability refers to problems with movement and coordination in cutting, writing or gross motor skills such as running or jumping. A motor disability is sometimes referred to as 'output' activity meaning that it is related to the output of information from the brain in order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action.

Asphasia/Dysphasia

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it required organising thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else. Signs of language based learning disorder involve problems with verbal language skills, such as ability to retell a story and the fluency of speech as well as the ability to understand the meaning of words, parts of speech, directions etc.

Auditory Processing Disorder

An inability to distinguish subtle differences in sound or hearing sounds at the wrong speed make it difficult to relate to words and understand the basic concepts of reading and writing.

Visual Processing Disorder

Problems in visual perception include missing minor differences in shapes, reversing letters or numbers, skipping words, skipping lines and having problems in eye-hand co-ordination. Visual perception can affect gross and fine motor skills, reading comprehension and maths. Difficulty in school doesn't always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma make learning more of a challenge. In addition ADHD and AUTISM sometimes co-occur or are confused with learning disabilities.

ADHD (Attention Deficiency Hyperactivity Disorder)

Attention Deficiency Hyperactivity Disorder (ADHD) is not actually a learning disability but it can hamper or disrupt learning. Children with ADHD often have problems sitting still, staying focussed, following instruction etc.

AUTISM

Difficulty in mastering certain academic skills can be due to development disorders such as Autism and Asperger's syndrome. Children with autism may have trouble in communicating, reading body language, learning basic skills, making friends and making eye-contact.

LANGUAGE SKILLS

Languages are generally taught and assessed in terms of 'four skills' i.e. listening, speaking, reading and writing. The proper order or procedure involved in learning a language is Listening (L), Speaking (S), Reading (R) and Writing (W). Thus, LSRW is the process of language acquisition. Listening and reading are known as receptive skills while speaking and writing are known as productive skills. All language learners will need to develop their skills in each of these areas and language class should incorporate activities related to all these skills.

According to NCF 2005 speech and listening, reading and writing, are all generalised skills and children's mastery over them becomes the key factor affecting success at school.

6.1 Listening

Listening comprehension is the receptive skill in the oral mode. As it is said that speaking is gold but listening is diamond, one should give importance to other's words while having a conversation. Listening skills provide strength to our pronunciation skills. Additionally, we really mean what we listen to and understand.

6.1.1 Listening Situations

Listening situations can be classified into two kinds, which are as follows

1. Interactive listening includes face-to-face conversations and telephonic calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition, or slower speech from conversation partner. Locally available resources include folklore and story telling, community singing and theatre. As a sector of language learning, listening can be enriched by music which includes folk, classical and popular composition.

2. Non-interactive listening situations are listening to the radio, TV, films, lectures or sermons. In such situations, we usually don't have the opportunity to ask for clarification, slower speech or repetition.

6.1.2 Micro-Skills for Listening

Richards (1983, cited in Omaggio, 1986,) proposes that the following are the micro-skills involved in

understanding what someone says to us. The listener has to

- retain chunks of language in short-term memory.
- discriminate among the distinctive sounds in the new language.

- recognise stress and rhythm patterns, tone patterns, into national contours.
- recognise reduced forms of words.
- distinguish word boundaries.
- recognise typical word-order patterns.
- recognise vocabulary.
- detect key words, such as those identifying topics and ideas. Guess meaning from context.
- recognise grammatical word classes.
- recognise basic syntactic patterns.
- recognise cohesive devices.
- detect sentence constituents, such as subject, verb, object, prepositions and the like.

6.2 Speaking

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

6.2.1 Speaking Situations

There are three kinds of speaking situations in which we find ourselves

1. Interactive It includes face-to-face conversations and telephonic calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner.

2. Partially Interactive Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

3. Non-Interactive Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

6.2.2 Micro-Skills for Speaking

Here are some of the micro-skills involved in speaking.

The speaker has to

- pronounce the distinctive sounds of the language clearly enough, so that people can distinguish them. This includes making tonal distinctions.
- use stress and rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is said.
- use the correct forms of words. This may mean, e.g. changes in the tense, case or gender.
- put words together in correct word order.
- use vocabulary appropriately.

- use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- make clear to the listener the main sentence constituents, such as subject, verb, object by whatever means the language uses.
- make the main ideas stand out from supporting ideas or information.
- make the discourse hang together, so that people can follow what you are saying.

6.3 Reading Skill

Reading is readily accepted as a focus area for language education. A child's education is considered incomplete if the child does not have the ability to read. But in India reading does not get as much importance as it should get. According to NCF 2005 our school syllabi are burdened with information absorbing and memorising tasks so pleasure of reading is missed out.

Opportunities for individualised reading need to be built at all stages in order to promote a culture of reading and requires nurturing of school and community libraries.

Reading can be classified into the following types

- | | |
|----------------------|----------------------|
| 1. Silent Reading | 2. Aloud Reading |
| 3. Intensive Reading | 4. Extensive Reading |

6.3.1 Importance of Reading Skills

Importance of reading skills are

- Without being able to read, a human being is deprived of gaining knowledge.
- A person can face many hurdles due to inability to read. In today's world of specialisation, only attending school or college is not sufficient. A person must be able to acquire more knowledge in his area of profession from reference books.
- In today's world reading helps a person to analyse a situation by reading newspapers magazines etc. and act accordingly.
- Reading can help a person to utilise his leisure time.
- Critical thinking can develop only by vast reading of many thinkers, so reading is an integral part of a person's development.

6.3.2 Characteristics of Reading Skills

Characteristics of reading skills are

- Reading involves complex cognitive skills.
- Reading is selective as it is based on the reader's choice.
- Reading should be clear and fluent.
- Reading should be enjoyed with correct intonation and pronunciation.

6.3.3 Aims of Reading Skills

Aims of reading skills are

- Read any language or English with fluency, accuracy and expression.
- Read confidently.
- Able to comprehend the text.
- Cultivate the habit of reading in the learner.
- Reading of additional materials like story books, poems etc with enjoyment.
- Establish a relationship between spoken words and printed words.

6.3.4 Micro-Skills Involved in Reading Skill

Micro-skills involved in reading skill are

- **Decipher script** is an alphabetical system that mean establishing a relationship between sounds and symbols.
- Recognise vocabulary.
- Pick out key words, such as those identifying topics and main ideas. Recognise basic syntactic patterns.
- Reconstruct and infer situations, goals and participants.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes.

6.3.5 Methods Involved in Reading and Writing

Methods involved in reading and writing are

Methods of Teaching Reading Skills

The Phonics Method It is probably the best known and widely used method to teach reading and writing in the English language. It relies on children being taught the alphabets first and then the sound of those alphabets. Then they can blend them together to make simple words.

Methods of Understanding by Reading

Methods of understanding by reading are

(i) See and Tell Method or Look and Say Method With this method children learn to recognise whole word or sentences rather than individual sounds. Student is supposed to look at a picture and then utter the word related to that picture. Because of familiarity of pictures children associate the word easily.

In next step short sentences are introduced in place of individual words. A picture is displayed and the learner is shown a short sentence related to the picture. By making word cards, different sentences can be created. This method was adopted by psycho-linguists but teaches the learners to learn through rote memorisation.

(ii) The Language Experience Method This method supported children's concept of development and vocabulary growth while offering many opportunities for meaningful reading and writing activities through the use of personal experience and oral language.

(iii) The Context Support Method When learners initially learn to read, it is important to choose books that really interest them. e.g. if boys like cars, choose a book with pictures and simple words about cars. Some books are especially written to support this method of learning.

6.3.6 Errors Generally Made in Reading

Some errors generally made in reading are

- Read with getting stuck at many places. Wrong posture while reading, keeping the book very close to eyes.
- No fluency or speed Not able to recognise correct words.
- Lack of intonation according to emotions of a particular text.
- Lack of guidance while reading.

These problems related to reading can be prevented by providing appropriate linguistic environment, selection of reading material according to the mental level and interest of the learners.

6.4 Writing Skills

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but also the development and presentation of thoughts in a structured way. Writing skill is an important aspect of language teaching as writing skills reinforce oral and reading work.

According to NCF 2005, writing ability should be placed in the same domain as artistic expression and not to receive it as merely a skill developed for office work. During the primary years writing abilities should be developed

holistically in conjunction with sensibilities associated with talking, listening and reading. At secondary level routine tasks like letter writing or essay writing should be less emphasised so that imagination and originality are allowed to play a more prominent role in education.

6.4.1 Aims of Writing Skill

The main aims of developing writing skill are to

- communicate the thoughts and feelings in written form.
- answer questions in the examination competently.
- develop literature, books, articles etc.
- able to write fluently following proper grammar rules.
- able to express and organise ideas systematically.

- learners are able to follow different techniques of writing.

6.4.2 Micro-Skill or Characteristics in Writing

Here are some of the micro-skills involved in writing. The writer needs to

- use the orthography correctly, including the script, spelling and punctuation conventions.
- use the correct forms of words. This may mean using forms that express the right tense or case or gender.
- put words together in correct word order.
- use vocabulary correctly.
- use the style appropriate to the genre and audience
- make the main sentence constituents such as subject, verb and object, clear to the reader
- make the main idea distinct from supporting ideas and information
- make the written text coherent
- write the content according to the mental level of the reader.

6.4.3 Handwriting

A good handwriting attracts the readers. A good handwriting should be legible and written in simple and clean script with proper spacing. There are various factors that render the handwriting bad. Some cautions to be taken while writing are as follows

- Good and appropriate posture.
- Distance between note book and eyes.
- Holding pen or pencil in a proper way.
- Use of calligraphy notebooks for practice.
- Proper writing material should be used.
- Writing keeping in mind the margin in the note books.
- Word formation should be straight, not slanting.
- Teacher's handwriting should be legible and bold.
- Use of proper punctuation marks.
- Proper classroom environment for the learner.
- Select words with the right strength and vigour.

EVALUATION OF COMPREHENSION & LANGUAGE SKILLS

The aim of education is to make children capable of becoming responsible, productive and useful members of a society and develop knowledge, skills and proficiency. Apart from educational objectives and learning experiences, education is a process consisting of evaluation.

A teacher not only teaches her students but also assesses them during the teaching learning process.

According to JW Wrightstone, "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement." Evaluation is a continuous process. It forms an integral part of the whole learning process and is closely related to educational objectives.

7.1 Importance of Evaluation

Evaluation helps the teacher to know whether the teaching methodology adopted was successful or not. It helps the teacher to know how successful students were in learning new skills i.e. LSRW. Evaluation also helps the students to determine which area of learning requires more attention.

Steps of Evaluation

Evaluation is done through a systematic approach involving a number of steps in order to make the process effective. They are as follows

- Determine educational objectives
- 'Organise learning experiences
- Measure behavioural changes
- 'Perform tests

7.2 Continuous & Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation is a system which was introduced by CBSE in India to assess all aspects of a student's development on a continuous basis throughout the year. It covers both scholastic subjects as well as co-scholastic areas such as performance in arts, music, dance, sports, athletics and other cultural activities. Some students are not good in academics but can excel in other extracurricular activities.

- **Continuous** denotes regular and continuous activities conducted throughout the year to achieve all round development.
- **Comprehensive** suggests mental, emotional and physical aspects of the student's progress i.e. all round development of the student.
- Evaluation suggests a variety of tools and techniques which are used to assess and evaluate the student's progress.

7.2.1 Objectives of CCE

Some of the objectives of CCE are as follows

- To develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorisation.
- To make evaluation an integral part of teaching learning process.
- To use evaluation as a quality control device to maintain desired standard of performance.
- To make the process of teaching and learning a learner- centred activity.

Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills, co-curricular activities, attitudes and values.

7.2.2 Importance of CCE Scheme

Importance of cce scheme are

- It will reduce stress and anxiety which often build up during and after the examination which could have an adverse effect on learners.
- It will **reduce the drop out rate** as there will be less fear and anxiety.
- The emphasis on **conceptual clarification** through experimental learning in the classroom will increase.
- It will help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will also be assessed.
- The students will have more time on their hands to develop their **interest, hobbies** and **personalities**.
- It will **motivate learning** in a friendly environment than in a fearful situation.
- It provides information and helps in making decisions for the future, regarding choice of subjects, courses and careers.

7.2.3 Formative Assessment

Formative Assessment is a tool to continuously monitor student progress in a non-threatening supportive environment. It involves regular feedback, a chance for the student to reflect on the performance and improve upon it by taking advice.

Features of formative assessment are

- It is diagnostic and remedial.
- It provides a platform for the active involvement of it students in their own learning.
- It enables teachers to adjust teaching to take account of the results of assessment.
- It builds on student's prior knowledge and experience in designing what is taught.
- It offers an opportunity to students to improve their work after they get the feedback.
- It helps students to support their peer group and vice-versa.

Tools and Techniques of Formative Assessment

Tools and techniques for Formative Assessment are as follows

Tools	Techniques
Questions	Examination

Observation schedule	Assignments
Interview schedule	Quizzes and competitions
Checklist	Projects
Rating scale	Debates
Anecdotal records	Elocution
Document analysis	Group discussions
Tests and inventories	Club activities
Portfolio analysis	Experiments
	Research

Description of Some Tools of Formative Assessment

- **Observation** It helps in recognising means the same as identifying, the various aspects of student's personality development. Techniques like debate, elocution, group work, practical and laboratory activities, projects, etc can be used.
- **Rating Scale** It is used wherever a response or a learner behaviour is likely to be in a continuum from excellent to bad or from satisfactory to unsatisfactory. It can be used to assess individuals as well as groups.
- **Anecdotal Record** It is a record of the conduct, thinking skills and capabilities revealing significant features of his/her personality and prove very helpful in understanding child's behaviour in diverse situations.
- **Portfolio** It is a cumulative record of growth and development of a skill or competence in an area over a period of time. It helps the students to demonstrate to others his/her learning progress. A Portfolio photographs, paintings, audio-video recordings and self-assessment sheet, peer assessment sheets.

7.2.4 Summative Assessment

This is carried out at the end of a course of learning. It measures or 'sums up' how much a student has learnt from the course. It is usually a graded test. It certifies the level of achievement only at a given point of time.

Features of Summative Assessment

- Summative Assessment methods are the most traditional way of evaluating student work.
- Summative Assessment are often high stakes meaning they have a high point value.
- In summative assesment the technique used in examination system and the tools used is pen and paper test.
- This test may include objective type questions, short answer type questions and long answer type questions.

- Questions as a tool are primarily used in examination and to find out what children know, think and feel.
- A good test in English should be based on the objectives of teaching English in our schools i.e. development of listening, speaking, reading and writing skills in the students.

7.3 Evaluation of Listening Skill Proficiency

This skill can be evaluated on the basis of the following parameters

- Ability to understand the vocabulary.
- Ability to distinguish between L, and L2.
- Ability to understand sentence structure.
- Ability to respond to what she/he hears.
- Ability to draw meaning from what he/she hears.
- Ability to recognise English speech sounds.

Evaluation of listening skill proficiency can be done on the basis of the following components of speech

- Fluency
- Stress on letters or words
- Modulation of voice and variation in pitch
- Rhythm
- Expression (voice or tone)

7.3.1 How to Assess?

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment.
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. e.g. after listening to a weather report one might decide what to wear the next day, after listening to a set of instructions, One might repeat them to someone else, after watching and listening to a play or video, one might discuss the story line with friends.

7.3.2 Assessing Reading Proficiency

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish



communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Some of the methods of assessing reading proficiency are given below

Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires. In addition, reading aloud is a task that students will rarely, if ever, need to do outside the classroom. As a method of assessment, therefore, it is not authentic. It does not test a student's ability to use reading to accomplish a purpose or goal. However, reading aloud can help a teacher assess whether a student is 'seeing' word endings and other grammatical features when reading. To use reading aloud for this purpose, adopt the 'read and look up' approach. Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell you what it says. This procedure allows the student to process the text and lets you see the results of that processing and know what elements, if any, the student is missing.

7.3.3 Comprehension Questions

Instructors often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points. In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Authentic Assessment

In order to provide authentic assessment of students' reading proficiency a post-reading activity must reflect the real-life uses to which students might put information they have gained through reading.

- It must have a purpose other than assessment.
- It must require students to demonstrate their level of reading comprehension by completing some task.

7.4 Evaluation of Writing Skill

This skill can be evaluated on the basis of the following parameters

- Legibility, proper space between letters and words.
- Cohesion and coherence.
- Originality of ideas.
- Systematic and logical arrangement of ideas.
- Clarity of expression.
- Good handwriting.

Writing skills can be assessed in the following manners

- Arranging jumbled words.
- Writing a poem or play.
- Completing a paragraph.
- Developing a paragraph on the given topic.
- Writing a picture composition.

8.1.3 Audio Aids

Audio aids facilitate learning by using the sense of hearing. Audio aids help the teachers specially in language teaching. Some examples of the audio aids are radio, tape-recorder, linguaphone, audio cassette player and language laboratory.

1. Radio With the help of radio, a learner gets acquainted with the correct pronunciation drill. The learner can improve comprehension through listening.

2. Tape Recorder Corrects the learner's speech and also improves reading skills of the learner. It also helps learner in understanding phonetic sounds of words.

3. Linguaphone It is very helpful in learning a foreign language. Through linguaphone we learn proper speech pattern.

4. Language Laboratory It is a place where the learners put on headphones and listen to a particular language piece. These labs are set-up with a view to provide listening activities specially for English language. The learning materials are recorded on audio-tapes which are played back by teacher and it is to be drilled in the learners under the supervision of the teacher.

8.2 Visual Aids

These types of aids appeal to the learner's visual organs. They help in the attainment of the cognitive, affective and psychomotor objectives of teaching. Some of the visual tools are chalk board, soft boards, charts, maps, pictures and drawings, static and working models, film strips, slide projector, over head projector.

1. Chalk Board or Soft Board It is used to teach sentence structure, new words and grammatical examples. Also complex topics can be explained with the help of diagrams and figures.

2. Pictures and Charts These can be used to introduce a new topic or tell a story or teach new vocabulary.

3. Flannel Board These are used to paste inspirational thoughts and ideas of scholars. Headlines of news are also displayed on these boards.

4. Narrative Charts These are used for arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution and improvement over a period of years.

5. Flash Cards These are useful at elementary or secondary stage and can be used for small groups or group discussion. It can also be used for drill and practice or to apply information already gained by students to new situations.

6. Maps and Models These can be used to present geographical facts, or to relate complex concepts to students or enhance logical audio ability in students.

Audio-Visual Aids

These aids appeal to both the audio organs and visual organs of the learners. They facilitate in attaining the cognitive, affective and psychomotor objectives of teaching. Some of the prominent audio-visual aids are television, films and computers.

1. Television Watching employs both visual and hearing sensors. It is very effective to develop comprehension ability of the learner, it can provide better quality instructions. Some educational programmes, quizzes and news bulletins can help a learner in understanding concepts, enrich their vocabulary and pronunciation.

2. Cinema or Motion Pictures Helps in stimulating the imagination and mental imagery can be used as a vehicle of thoughts and as a means of clarifying ideas. Learning can be sped up by using movies and pictorial material to supplement text books.

3. Computer Assisted Language Learning It means to present teaching material through computer. The use of computer in teaching learning process is an innovation in education circle. The educational programmes are developed with all kinds of media available for presentation. In this, we can make use of graphics, texts, audios and videos. The teachers can prepare content in the form of soft copy and present it before the class. Information can also be stored in files in computers for future use.

4. Film Strip and Slide Projector Film strips are sequence of transparent still pictures with individual frames supplemented with recordings. It is an inexpensive tool when quantity reproduction is required. Slide projector is a small piece of transparent material on which a single pictorial image or scene of graphic image has been photographed or reproduced otherwise.

8.3 Textbook

Textbook is one of the most common teaching material used by the English language teachers in teaching learning process.

Textbook is the area in which the language material is presented and prescribed for teaching and learning English. The different states have different criteria for the selection of a good text book. While selecting a text book, certain criterias or points should be kept in mind

- Textbooks should be selected keeping in mind the age, interest and individual differences of learners.
- Textbooks should cover the objectives of English teaching.
- The text books should be free from spelling errors and printing mistakes. It should be attractive and illustrative.
- Textbooks cover should be attractive and qualitative.
- Each chapter must contain exercises and practical work pertaining to its content in a text book.
- Textbook chapter should be related to experiences which could enlighten us and provide some values.
- Language should be used according to the age and interest of the students.

A good textbook not only teaches but it also tests. A few essential characteristics of a good text book are given below

- Size of the textbook should be handy for the students.
- The binding should be good and paper used should be of good quality.
- Heading and sub-heading should be printed on title page in bold form.
- Illustrations should be attractive. Textbook of young learners should have pictures which should be well-drawn and realistically coloured.
- Instructions should be clearly provided alongside the test and practise exercises.
- The subject matter of the textbook should provide new information, so that students learn new knowledge.
- A list of related books should be given at the end of the lesson for further study.
- Text book must cover the whole syllabus.

Text Media

Modern technology has brought textbooks in the form of e-books and e-journals also. In today's world of technology revolution e-books are available in digital form consisting of text, images or both and it can be read on the flat-panel display of computers or other electronic devices. The e-books offer students, teachers and schools an additional medium or tool of instruction that can support or enhance the learning process. e-books benefit the students physically, academically and psychologically. Using e-books has some constraints like lack of teachers proficient in using skills required for e-books, the technology is not readily available and shelf life of e-books is not much.

REMEDIAL TEACHING

Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the pupils to get rid of their common or specific weaknesses. Thus, depending upon the general or specific nature of the weaknesses or learning difficulties of the pupils, one has to take appropriate steps for the organisation of remedial teaching for the needy pupils.

Pupils usually may have one or more than one of the following learning difficulties

- Short attention span and are easily distracted by other things.

- Relatively poor comprehensive power.
- Lack of learning motivation.
- Lack of self-confidence and relatively low self-expectation.
- Weak in problem-solving skills.
- Fail to grasp information effectively and mix things up easily.
- Have difficulty in understanding new/abstract concepts.
- Need more time to complete assignments or tasks.

Apart from various learning difficulties, pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences.

Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help pupils develop their potential and remove the obstacles in learning.

9.1 Objectives of Remedial Teaching

Each pupil is different in terms of academic standards, classroom learning, learning ability and academic performance.

- The main objective of Remedial Teaching Program is to provide learning support to pupils who are not as good as their peers in performance.
- With the help of school curriculum and teaching strategies, a teacher provides learning activities and practical experiences to pupils according to their abilities and requirements.
- Teacher also designs individualised educational programs with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
- Teacher should provide systematic training to develop pupils' communication, problem-solving, self-management, self- generic skills, including interpersonal relationships learning, independent thinking, creativity and the use of information technology.
- Remedial teaching lays the foundation for pupils' life-long learning, helps them develop positive attitudes and values, as well as prepares them for future studies and career.

9.1.1 Principles of Helping Pupils' with Learning Difficulties

1. Teaching Preparation Before preparing their lessons, teachers should identify pupils' diverse learning needs as soon as possible, so that they may design appropriate teaching plans to facilitate pupils' effective learning.

2. Devise Various Learning Activities Teachers must devise different learning activities with the same teaching objectives to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity.

3. Design Meaningful Learning Situations Teachers should specifically design meaningful learning situations, language environment (especially for English), games or activities so as to



provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

4. Teaching Approaches Teachers should give concrete and valuable examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of pupils. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustration. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

5. Provide Clear Instructions Pupils with learning difficulties are less competent in understanding written language. Therefore, teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity.

6. Summarise the Main Points During the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

7. Enhance Learning Interest and Motivation Pupils with learning difficulties may lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With fewer pupils in the Remedial Teaching Program, teachers can design interesting activities coupled with a reward scheme to stimulate pupils' interest.

8. Encourage Pupils' Active Participation in Class Activities Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning

9. Focus on the Learning Process Teaching should not focus only on the transmission of knowledge. It is also important to see that pupils are benefitted from the entire learning process. Teachers should provide ample opportunities in class for pupils to practise and think about what they have learnt and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils.

10. Show Concern for the Performances of Individual Pupils Teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualised remedial teaching before and after class, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

9.2 Curriculum Adaptation

The following steps and strategies can be used by the teacher to adapt the curriculum to her/his class

- Teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils.
- Teacher should set some easy teaching objectives to acquire knowledge.
- Teaching should not be directed by text books which should not be taken as the school curriculum.
- Schools should classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils' abilities.
- Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.
- Teachers should be encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.
- Teachers should be capable of designing materials of different standards which could be taken from the internet, newspapers, magazines and references provided by the Education Department.

Conducive Learning Environment

Teachers should prepare a rich, pleasant and comfortable learning environment for pupils. A well-designed learning environment helps to maintain pupils' attention and interest in learning and facilitates the achievement of teaching aims. e.g. they may set-up a self-learning corner, book corner, toy corner, science corner, prize corner or stationary/learning resources corner etc to inspire pupils' interest in learning. Teachers may display the teaching materials of the week or the learning outcomes or products of pupils at prominent places to stimulate their motivation in learning.

Strategies for Remedial Teaching

1. Individualised Educational Program (IEP)

To fulfill the learning needs of individual pupils, the Individualised Educational Program (IEP) aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualised Educational Program should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the program is implemented effectively. Teachers must evaluate the effectiveness of the work and try to gather opinions of pupils for improvisation and betterment.

2. Peer Support Program



Teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self-study sessions as well as outside class. Peer support program helps pupils reinforce their knowledge, and develop their communication and co-operation skills as well as good interpersonal relationships.

3. Reward Scheme

To motivate pupils, teachers must implement reward scheme which focuses on guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. To design the rewards, teachers must take note of the following

- (i) Set clear and specific targets.
- (ii) Set achievable objectives.
- (iii) Give diversified rewards to accommodate pupils' interest; give rewards instantly.
- (iv) Review and revise the reward scheme regularly.
- (v) Invite parents/guardians to help children improve their work.

4. Handling Pupils' Behavioural Problems

Teachers should observe the following when dealing with the behavioural problems of pupils

- (i) Always observe the performance of pupils in class and their behaviour in groups.
- (ii) Establish a close relationship with pupils, develop mutual trust and listen carefully to what they say.
- (iii) Help pupils understand the effect of their behaviour on others as well as their own selves.
- (iv) Keep in close contact with parents to find out the cause of pupils' behavioural problems.
- (v) Help pupils build up self-confidence and a healthy self-image.
- (vi) Give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour.
- (vii) Do not try to change all the deviant behaviour of pupils at once.
- (viii) Refer the cases to counsellors/teachers for follow-up action if the behavioural problems of pupils continue or become serious.

9.3 Development of Generic Skills

Teachers should help pupils to develop good learning habits and attitudes, such as complete the assignments tidily, keep their promises and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness.

Teachers can also make use of information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning, so that they will benefit from such training for their whole life.



Teachers should train pupils to establish good interpersonal relationships so as to facilitate effective communication and collaboration as well as to enhance the team spirit of pupils. Pupils can be taught to solve problems by different methods and tools or by drawing insight from their past experiences to develop pupils' flexibility, creativity and independent thinking.

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